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ABSTRACT

During the fall of 1976, the Wisconsin Department of Public Instruction (DPI) initiated a statewide study of educational needs as they related to the missions of the DPI. Part of this study, called the Statewide Assessment of Educational Needs (SWAN), was a citizens' opinion poll designed to review state-level priorities. Three topics were explored: the perceived importance of various DPI roles and responsibilities, the degree of public acceptance of various methods by which local districts might reduce operating costs, and the importance and amount of school emphasis on various educational goals. A few general education-related issues were also included. Completed interviews were obtained from about 79 percent of the population surveyed. The study presents background information about the respondents followed by a complete item-by-item listing of responses and a copy of the interview schedule. (Author/LD)

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THE OPINIONS OF WISCONSIN RESIDENTS ABOUT EDUCATIONAL GOALS, DEPARTMENT OF PUBLIC INSTRUCTION RESPONSIBILITIES, COST-CUTTING METHODS AND SEVERAL GENERAL ISSUES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Report No. 1 in the series of technical reports about the Statewide Assessment of Educational Needs (SWAN) Study

Survey Conducted by the Wisconsin Survey Research Laboratory

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Background

During the fall of 1976 the Wisconsin Department of Public Instruction (DPI) initiated a statewide study of educational needs as they related to the missions of the DPI. The study was developed for several purposes:

a) To provide information to the State Superintendent as she formulates policies, selects priorities, and allocates fiscal resources in state and federal program areas.

b) To gather information regarding the satisfaction of local school districts and regional Cooperative Educational Service Agencies (CESA) with the DPI activities and services provided to them.

c) To identify new or unmet needs at the local or CESA level which the department might serve.

d) To provide information to help DPI, CESA and local district staff establish priorities, write federal proposals and initiate new programs.

This study acquired the title Statewide Assessment of Educational Needs with the acronym SWAN.

The only general statewide assessment of educational needs done in Wisconsin prior to the SWAN study was conducted in 1969.[1] That study asked various respondents the same questions about educational needs in the following areas: subject field, level of education, vocational-technical programs, teacher personnel, administrative services, pupil services, budget allocations, instructional approaches, educational programs and inservice education. A sample

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[1] James M. Lipham, Russell T. Gregg, Donald N. McIsaac and Richard G. Morrow, Wisconsin Educational Needs Assessment Study (Madison: Wisconsin Department of Public Instruction, 1969).

of forty districts was used in the 1969 study, and selected citizens, educators and students were the respondents.

The 1969 study was not sufficient to be the basis for the State Superintendent's decisions in 1977 and the years following for several reasons. Most importantly, it had been designed to be used by the DPI's ESEA Title III program for identifying educational needs statewide which would be given special priority via Title III project grants. Consequently, it really did not provide information relevant to the purposes (a-d) listed above.

It also became apparent that a number of the procedures used in the 1969 study would not be satisfactory in the current SWAN study. We were fortunate in being able to confer with the senior author of the 1969 study and get his "hind-sight" reflections and suggestions regarding changes in methodology.

There were quite a number of procedural differences between the 1969 study and the SWAN study. The most noteworthy are as follows:

1) The 1969 study covered only 40 districts, while the SWAN study involved sending two written surveys to educators in 190 school districts and also included a statewide sample of adults in a telephone survey.

2) The 1969 study required all respondent groups (educators, students and selected citizens) to deal with the same set of 100 items, while the SWAN study posed different items to each of three respondent groups sampled (administrators, teachers and citizens).

3) The 1969 study did not get at the needs of district administrators and CESA coordinators in terms of the services provided by the DPI while the SWAN study did.

4) The 1969 study involved face-to-face interviews with respondents. This procedure gained them an overall response rate of about 98 percent. However, the procedure was much too expensive to be used in the SWAN study.

Instead of one large component used in the 1969 study, the SWAN study included four independent but complementary components which will be outlined at this point. Each of the first two components will be treated in a technical report. The third component will be covered in three technical reports: one for each survey. The present report is one of these last mentioned technical reports.

The first component was an analysis of 47 previously conducted local needs studies in which DPI consultants had been involved. The reports from these districts were analyzed and a sample of the planners and participants in each of the districts was sent a follow-up questionnaire to determine what effect their needs study had, what approaches yielded the best results, etc.

The second SWAN component gathered and summarized descriptions of statewide needs assessment activities that had been conducted by other state educational agencies (SEA) in the midwest. Written reports from these SEAs were obtained and analyzed, and selective follow-up phone interviews were conducted to gather or clarify information. The primary intent of this component was to provide

information comparable to the Wisconsin experience for use by other evaluators in planning any future efforts. Some procedures and instruments which were described in those written reports were also adapted for use in the SWAN study.

The third component was the major thrust of the SWAN study. This component was a package of three separate statewide surveys of educational needs and issues in Wisconsin. These surveys were individually designed for different respondent groups and had virtually no common elements or items. All three were administered by the Wisconsin Survey Research Laboratory (WSRL), University of Wisconsin-Extension. The surveys were as follows:

a) Citizen Survey. This was a telephone survey of public opinion on the relative importance of various Wisconsin DPI responsibilities, selected educational issues, the acceptability of various methods local districts might use to reduce operating costs, and the importance and relative emphasis schools should place on various educational goals. (This survey is the subject of the present technical report.)

b) Teacher Survey. This was a written survey of elementary and secondary teachers to determine their needs for various supportive services usually provided by local school districts, such as teaching conditions, materials, policies, special services, etc.

c) Administrator Survey. This was a written survey to examine the importance and adequacy of Wisconsin DPI services and activities as perceived by local district administrators, school board presidents, elementary and secondary principals, and the coordinators of Wisconsin's nineteen Cooperative Educational Service Agencies (CESA).

The fourth component was an evaluation or management analysis of DPI's functioning by a private management consulting firm. Data from the surveys of the third SWAN component were used by this firm as part of its study, which analyzed and described the balance between the responsibilities imposed on the DPI at both the state and federal levels by legislative enactments, local district service needs, and the programmatic services and activities currently being carried out by the DPI. The purpose of this component was to provide top-level DPI administrators with answers to such questions as "Is the DPI meeting its program requirements as determined by lawful mandates and local needs?" and "What are the areas of compliance, noncompliance, duplication, overlap, conflicting requirements, etc.?"

The methods and findings of the survey of public opinion, which was a part of the third SWAN component, are presented in this report. The general procedures employed are described, followed by a section-by-section discussion of each of the four parts of the survey. Selected background information about the respondents is also presented, followed by a complete item-by-item listing of responses and a copy of the interview schedule.

Procedures

The Wisconsin DPI had conducted a survey of public opinions about selected educational issues during 1976.[2] However, that survey had been designed to cover a broad range of topics without going into details about any one of them. It had been designed to probe opinions about twenty-four education related issues rather than to assist in reviewing state-level priorities.

After considering the types of information that might be useful for reviewing state-level goals, policies and priorities, it was decided that three topics would be explored in detail in the SWAN Wisconsin citizens' opinion poll: (1) the perceived Importance of various DPI roles and responsibilities, (2) the degree of public Acceptance of various methods by which local districts might reduce operating costs, and (3) the Importance and amount of school Emphasis needed on various educational goals. In addition, a few general education-related issues which had not been included in the 1976 survey of public opinion were included, as well as respondent background and demographic information questions.

Items for the four general topic areas of the opinion poll were developed and tried out with other DPI employees. The interview schedule was designed to require less than 20 minutes for most interview situations. The Wisconsin Survey Research Laboratory (WSRL) was contracted to do all the telephone surveys. They pilot-tested the interview schedule with about 15 randomly chosen respondents, and a number of changes were made on the basis of these field trials. The section on educational goals, in particular, underwent considerable revision.

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[2] Francis B. Evans, Public Opinions About Education: A Statewide Poll of Wisconsin Residents (Madison: Wisconsin Department of Public Instruction, 1976).

Respondents were selected by means of a random dialing technique designed and implemented by WSRL. The process involved generating a pre-determined number of four-digit random numbers for each of the telephone prefixes (the first three digits) in each area code used in Wisconsin, screening the numbers to eliminate any that had been used in previous surveys within the past two years, and then ascertaining which numbers were working numbers. Each working number was called by a trained interviewer, and if it was a residential number, one of the residents was selected for interviewing by a pre-defined selection process that insured proper representation by age and sex. If the selected person was not available at that time, the interviewer made several callbacks at different times of day until the person was interviewed or refused to participate.

Completed interviews were obtained from about 79 percent of the identified residential numbers. About three-fifths of the non-responses were actual refusals by those individuals who were contacted personally. The rest were numbers which never answered.

Four hundred forty-four completed interviews were obtained. A conservative estimate of the precision of a sample of this size obtained in this manner is that 95 percent of the time projections to the state population will not be in error by more than $\pm$ 5.3 percent.* Comparisons of background and demographic information from the sample with known Wisconsin census data verified the representativeness of the obtained sample.

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*This is based on an estimated design effect of 1.25 for this sampling method and projections around population percentages of 50 percent, where the greatest estimation errors can occur.

DPI Roles and Responsibilities

When Wisconsin became a state in 1848, the Wisconsin Department of Public Instruction (DPI) had its inception in the constitutionally described position of a state superintendent and other officers as the legislature may direct, with responsibility for the "supervision of public instruction." The historical role of the DPI has been described as one of administration, supervision, school district reorganization, and instructional and curricular leadership. Informally, the DPI's responsibilities are often described as falling under one or another of the three categories of leadership, service or regulation.

Many of the specific DPI roles and responsibilities are the result of state and federal legislation and often these have been perceived both by DPI professionals and local school personnel as having some inherent conflicts. In an analytical article by Hansen, Clasen and Romig[3] (commissioned by the DPI), two aspects of institutional roles and behavior style are considered and the potential conflicts between them are exposed. This analytic framework served as the basis for generating the general roles and responsibilities which were examined in this study.

One dimension of the analytic model concerned institutional roles. Viewed at the simplest level, an institution could be control-oriented or service-oriented in its role. The other major dimension of this model is the organization's management style. In simple form, this style can be either reactive (focused on maintenance of the present situation), or pro-active (attempting to change or improve the situation).

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[3] Lee H. Hansen, Robert L. Clasen and James L. Romig, "Educational Assessment," in A Candid Discussion of the Issues in Education, James M. Lipham, editor, (Madison: Wisconsin Department of Public Instruction, 1975), p.74.

The Hansen, Clasen and Romig article presented a two-by-two matrix representing all the pssible combinations of these two dimensions, and described several DPI roles or responsibilities they believed fit into the various cells. These statements about roles or responsibilities were reworked by the present authors, and put into a form to which, it was believed, the public could easily respond. These nine roles or responsibilities are presented in Figure 1 in a matrix similar to the Hansen, Clasen and Romig model.

Public reaction to each of these statements was sought because it was believed important to know the relative amount of public support for these various DPI roles and responsibilities. The public reaction could be used to justify various DPI activities, or they might indicate a need for greater efforts to make the public aware of the necessity for certain DPI activities.

The respondents were read an introductory statement, then asked the Importance of each role or responsibility. Here is the introductory statement and first item as heard by the respondent.

> The Wisconsin State Department of Public Instruction has many responsibilities or activities related to local schools in Wisconsin. I will describe some of these and ask you to tell me if you think each one is of very high importance, high, medium, low, or very low importance.

First —

> The Wisconsin Department of Public Instruction—or DPI—establishes and enforces minimum standards of classroom instruction and course content for all public schools. What is the importance of this activity?" (The interviewer reminded the respondent of the choices as necessary.)

	INSTITUTIONAL ROLE: CONTROL	INSTITUTIONAL ROLE: SERVICE
MAINTAIN	Establish and enforce minimum standards for training and professional conduct of public school administrators, teachers, and other professional staff. Establish and enforce minimum standards of classroom instruction and course content for all public schools. Regulate and control the level of spending in public schools.	Help public school districts develop and apply their own local standards of student achievement. Assist and advise local public schools on how to spend their resources more effectively.
IMPROVE/ CHANGE	Make sure that public schools provide students with the basic education needed to live and make a living in modern society. Attempt to make sure that all students in Wisconsin have equal educational opportunity.	Advise schools on how to meet the needs and concerns of the local community. Assist local schools to develop and adopt new teaching methods and subjects.

FIGURE 1: CLASSIFICATION OF DPI'S RESPONSIBILITIES

Responses to this item were:

Very High	32%	Very Low	0%
High	34	Don't Know	7
Medium	22	Not Ascertained	a
Low	4		99%*

a Less than ½%
* Does not equal to 100% due to rounding

The nine items were ranked according to the percent of respondents who judged the activity to be of high or very high Importance. Table 1 displays these ranked goals. (The letters indicate the sequence of the statements in the interview schedule.) The range for the nine items was from 89 percent to 56 percent.

Several things can be immediately inferred from Table 1. First and foremost, strong public support for all of the DPI goal statements is evident; over half of the respondents endorsed even the lowest ranked goal statement. Second, the goals sorted out into two groups. The first four in relative importance are regulatory or control responsibilities. Three of these were endorsed by over eighty percent of the respondents. The next five goals were endorsed by a smaller number of respondents, and are mostly service activities.

The 18 percent gap between the third and fourth ranked goals is well beyond the ± 5.3 percent range attributable to sampling error, indicating that the level of public support for these goals is definitely lower.

TABLE 1

PUBLIC PERCEPTIONS OF THE IMPORTANCE OF SELECTED DEPARTMENT OF PUBLIC INSTRUCTION RESPONSIBILITIES AND ACTIVITIES

	RESPONSIBILITY OR ACTIVITY	PERCENT RATING IMPORTANCE AS HIGH OR VERY HIGH	Rank
1D.	Make sure that public schools provide students with the basic education needed to live and make a living in modern society.	89%	1
1F.	Attempt to make sure that all students in Wisconsin have equal educational opportunity.	85	2
1B.	Establish and enforce minimum standards for training and professional conduct of public school administrators, teachers, and other professional staff.	84	3
1A.	Establish and enforce minimum standards of classroom instruction and course content for all public schools.	66	4
1I.	Advise schools on how to meet the needs and concerns of the local community.	61	5
1G.	Help public school districts develop and apply their own local standards of student achievement.	60	6½
1H.	Assist local schools to develop and adopt new teaching methods and subjects.	60	6½
1C.	Regulate and control the level of spending in public schools.	58	8
1E.	Assist and advise local public schools on how to spend their resources more effectively.	56	9

A comparison of the responses of parents of school age children to those from persons not having school age children revealed almost no statistically significant differences. The two differences that did emerge were on the regulatory roles of the DPI, on which more parents of school age children rated two roles of high or very high Importance than did non-parents. These roles were: (1) establishing and enforcing minimum standards for the training and conduct of public school personnel (parents 90 percent, others 80 percent), and (2) establishing and enforcing minimum standards of classroom instruction (74 percent versus 60 percent respectively). The reader is referred to Appendix A, which presents the question-by-question responses of both the parents of school age children and the rest of the respondents.

The 1976 statewide poll of opinions about education included several questions about minimum standards and equal educational opportunity which relate to these general DPI responsibilities. On the topic of establishing and enforcing minimum standards of classroom instruction and course content, the 1976 opinion poll asked the question whether or not the state should "enforce minimum educational standards for all local school districts in major subject-matter areas." Eighty-two percent of the respondents said the state should enforce such standards. The 1976 study asked several questions about DPI's responsibility for ensuring that all Wisconsin students have equal educational opportunities (a DPI role that was highly supported in the present study). On this earlier statewide opinion poll, at least eighty percent of the respondents said that it was "very important" that the state make sure equal educational opportunities were provided for female students, minority background students, and students in school districts with few financial resources.

Selected Issues

During the development of items for the 1976 DPI survey of public opinions about education, more areas of interest were identified than could be covered in a 20-minute interview. In addition, public responses to certain items which were surveyed in 1976 suggested the need for examining a couple of topics further. Thus, four questions about these topics of interest which were unrelated to the rest of the survey were included in the present SWAN public opinion survey. Each of the items is presented verbatim below.

> Sometimes small enrollment school districts have much higher than average operating costs due to their small size. If that is the case, would you approve or disapprove of requiring such districts to combine into larger districts?
>
> Responses were:

Approve	46%	Don't Know	2%
Disapprove	41	Not Ascertained	a
Depends	11		100%

a Less than ½%

The issue of what to do about small school districts in Wisconsin is perennial. Until the 1975-77 state budget, it had been a general state-level policy to encourage K-8 districts (which typically are rural, low enrollment districts) to consolidate with other nearby districts. It was assumed by many proponents of this policy that such districts had inherently higher operating costs, even though many of them have sufficient property valuation in their area that they don't receive any general state aid (i.e., they operate entirely on locally raised monies.) However, the conventional wisdom that rural school districts with low enrollment were inherently less desirable and were uneconomical

has been challenged by a national-level analysis published by the National Institute of Education, and the issue is far from resolved.[4]

It is obvious from the responses to this question that the issue is far from resolved in Wisconsin. The undecided 11 percent could swing either way. This, combined with the nearly even pro-con split, indicates that a state-level decision either way would probably generate strong public opposition.

The second issue put to the public deals with one aspect of the continuing problem of how to raise money for education. Two items addressed this topic.

Presently over half of local school operating costs are paid by local property taxes and about 40 percent by state funds--mainly from sales and income tax. If it is necessary to obtain more money for public school operation, which should be increased first.....property taxes, sales taxes, or income taxes:

Property taxes	10%	None of them	11%
Sales taxes	46	Don't know	6
Income taxes	27	Not ascertained	a
			100%

a Less than ½%

[4] Jonathan P. Sher and Rachel B. Tompkins, Economy, Efficiency and Equality: The Myths of Rural School and District Consolidation, (Washington, D.C.: National Institute of Education, U.S. Dept. of Health, Education and Welfare, Washington, D.C. 20208, July 1976).

It has been proposed that the general sales tax be increased from 4 cents to 5 cents on the dollar. All the additional revenue would be used to reduce the amount of local property taxes needed for school operation. Do you favor or oppose this change?

Favor	64%	Don't know	3%
Oppose	30	Not ascertained	a
Depends	3		100%

a Less than ½%

Clearly, the candidate for an increase is sales taxes. Responses to this item should be considered in concert with the opinions expressed during the 1976 DPI survey of public opinions. In that survey, it was found that 58 percent of the respondents approved of the present level of state funding, and 29 percent favored a moderate increase of the level of state support over the present 40 percent.

The last issue considered in this section of the survey was whether or not to require that students pass a minimum skills test before high school graduation. At the time of this survey, at least 23 states had taken some action towards establishing such an exam. Articles about graduation exams had been in the popular press, and the idea was generally "in the air."

Would you favor or oppose a requirement that students pass a test assuring they have certain knowledge and skills before they are granted a high school diploma?

Favor	81%	Don't know	1%
Oppose	15	Not ascertained	a
Depends	3		100%

a Less than ½%

These responses indicate overwhelming support for the idea of a graduation exam. It is important to note, however, that this is a very simplistic question, and the respondents probably responded with very little knowledge about the issue. For example, questions about who develops the test, what areas are tested, what happens to those who don't pass, how should the cutting score be determined, will the same standards be imposed statewide or will local districts have control of the criteria, etc., were not raised for the respondents' consideration before they answered. The inclusion of such information could well shift the responses of a significant number of respondents.

However, public opinion on this topic in Wisconsin appears to be parallel to opinions nationwide. The Eighth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools reported that 65 percent of their respondents favored the requirement that a standard nationwide examination be passed by students before a high school diploma is granted.[5]

Notice that the Gallup Poll question referred to "a standard nationwide examination," whereas this present study just referred to "a test" without even suggesting it would be uniform statewide or nationwide. Perhaps that is one of the reasons why 16 percent more Wisconsin residents favored this requirement than in the nationwide study.

It is interesting to note that parents with school-age children responded very similarly to the rest of the respondents on all four of these issues. The reader is referred to Appendix A which presents question-by-question responses for parents with school age children and the rest of the respondents.

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[5]"Eighth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools, Phi Delta Kappan, October 1976, pp. 187-200.

Acceptability of Cost-Cutting Methods

The third section of the interview sought the respondent's degree of approval or disapproval of various methods school districts might use to reduce operating costs.

The introductory statement and first item were:

> Wisconsin's school districts have a number of financial problems these days because of inflationary costs and declining enrollments. There are some ways where schools might cut their costs. I will read you a list of eleven things school districts might consider to cut costs. For each one, please tell me if you strongly approve of it, approve, are undecided, disapprove, or strongly disapprove of it.

First—

> Schools could reduce the number of teachers, although this could increase the average number of students each teacher would have to teach. How much do you approve or disapprove of this?

Responses were:

Strongly Approve	4%	Strongly Disapprove	19%
Approve	21	Don't Know	3
Undecided	8	Not Ascertained	a
Disapprove	45		100%

a Less than ½%

The 11 items in this section were ranked on the basis of the percent of respondents who Approved or Strongly Approved of each action. (This item ranked eighth out of 11. indicating teacher reductions would be less popular than at least seven of the options.) Table 2 shows the ranking of all 11 items. The most acceptable item was to "close down buildings which have low attendance and

TABLE 2

PUBLIC APPROVAL OF VARIOUS METHODS OF REDUCING SCHOOL OPERATING COSTS

	METHOD OF CUTTING COST	PERCENT APPROVING OR STRONGLY APPROVING	RANK
6I.	Schools could close down buildings which have low attendance and move the students and teachers to other buildings.	75%	1
6G.	Schools could postpone the construction of any new buildings.	63	2
6K.	Schools could reduce the amount of money spent on salaries of administrators and district office staff.	62	3
6D.	Schools could reduce the amount of money spent on art, music, athletics, and related areas.	44	4
6J.	Schools could reduce the amount of money spent on pupil services such as counseling and guidance, health care, social work, and diagnostic testing.	35	5½
6F.	Schools could reduce purchases of instructional equipment and supplies--things like books, paper, films, laboratory and shop equipment, and so forth.	35	5½
6H.	Schools could postpone any remodeling of older buildings.	33	7
6A.	Schools could reduce the number of teachers, although this could increase the average number of students each teacher would have to teach.	25	8
6E.	Schools could reduce the amount of money spent on vocational, technical, and career programs.	21	9
6B.	Schools could allow no increases--not even for raises in the cost of living--in teacher salaries and fringe benefits.	20	10
6C.	Schools could reduce the amount of money spent in the basic instructional areas of reading, writing and math.	14	11

move the students and teachers to other buildings," with 75 percent of the respondents approving or strongly approving of this action. The least acceptable action was to "reduce the amount of money spent in the basic instructional areas of reading, writing and math," with 14 percent approving or strongly approving.

It is interesting to compare these findings with those of the 1976 Gallup Poll,[6] even though that poll did not present all of the items or use the same wording. In the 1976 Gallup survey, 72 percent favored "reducing the number of administrative personnel," making this action the most acceptable item in that survey. Ten percent fewer Wisconsin citizens favored this type of action, even though this type of personnel cut was the most favorable of any personnel reduction proposed in the SWAN survey. It should be mentioned at this point that in neither the Gallup nor the SWAN survey did the interviewers provide any additional information to the respondents. For example, they did not explain that teacher salaries typically constitute about 80 percent of a district's total operating expenses. Thus, the respondents were not informed that in many larger districts, reduction of the administrative staff by as much as 50 percent would not save as much money as increasing the average class size by only one student.

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[6]George H. Gallup, "Eighth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools," Phi Delta Kappan, October 1976, pp. 187-200.

Educational Goals

The last section of the interview provided the respondent with 18 general educational goal statements and asked them, first, how Important each was, and, second, how much Emphasis schools should place on each goal. The goals were derived from a more general set of 11 educational goals that had been developed by an advisory citizen task force appointed by the Superintendent of Public Instruction in 1972.

The introductory statement and first item were:

> Wisconsin's public school students learn many skills and develop many attitudes and values during their years of formal education. Some of these things are learned in school and some outside of school. I'll read a description of a number of skills, attitudes, and values which students may have mastered by the time they graduate from high school. For each one, please tell me if you feel its importance is very high, high, medium, low or very low. Then I'll ask you whether school emphasis on each should be much more, more, remain the same or be less.
>
> Students should have high personal moral standards. How important is this . . . very high, high, medium, low, or very low?
>
> Should school emphasis on this be much more, more, remain the same, or be less?

Responses for this item were as follows:

IMPORTANCE		EMPHASIS	
Very High	66%	Much More	31%
High	24	More	46
Medium	7	Remain the Same	18
Low	1	Less	2
Very Low	1	Don't Know	3
Don't Know	1	Not Ascertained	1
Not Ascertained	a		101%*
	100%		

* Not 100% due to rounding
a Less than ½%

The eighteen goal statements were ranked separately on the basis of the percent of respondents who rated each goal as of high or very high Importance and the percent of respondents who thought the school Emphasis on that goal should be more or much more. Table 3 displays these goal statements and their rankings.

The Importance ratings and the Emphasis ratings should be interpreted separately. The Importance rankings show the relative importance of goals, regardless of whose responsibility it is to bring them about. The Emphasis ratings, on the other hand, can be interpreted as a directive on how the schools should focus additional effort in their teaching, curriculum, counseling, extra curricular activities, etc. In other words, these are the public's perceptions of the outcomes on which the schools should pay more attention. Educators could possibly use the relative rankings to assist in making decisions about changes in the school's curriculum.

A cursory examination of Table 3 reveals that all 18 of the goals were rated high or very high in Importance; 17 out of the 18 were endorsed in this manner by more than 75 percent of the respondents. For the most part, the ratings of these goals are quite close together, particularly the top 12, any two of which are separated by two or three percentage points at the most. This means that, with the exception of the last few goals, the ratings were close enough that one should not consider one goal to be much more important than another, just because it is slightly higher in ranking.

The goals that received especially high Importance ratings include both goals relative to knowledge and skills, and goals in the area of personal and

social development. Such a strong endorsement of humanistic as well as cognitive educational goals is encouraging, since one so often hears educational goals simplistically reduced to the slogan "back to the basics."

When Table 3 is examined more closely, it will be noted that there is no goal referring specifically to the basic skills of reading, writing and calculation. It was assumed by the authors that everyone knows that these are certainly necessary outcomes of a high school education, and that nothing new would be learned if it were found that nearly everyone rated their Importance as high or very high. In retrospect, it might have been interesting to find out how the highly ranked goals that were found here would have compared with such an "anchor" goal as adequate skills in reading, writing and calculation.

Let us now turn our attention to the ratings of Emphasis. The reason for asking how much Emphasis schools should devote to each goal was to help answer the question many educators may have: "On which goals do people want us to try harder?" The responses provide a direct answer to that question: the public typically did want some increased Emphasis on almost all of these goals; more than half of the respondents wanted more or much more school Emphasis on 16 of the 18 goals. As was the case with Importance, those goals which ranked highest on increased school Emphasis include both knowledge and skill goals, and personal and social development goals. This generalized support for increased school Emphasis on all these goals can be interpreted as an endorsement of both the humanistic and cognitive goals of education.

At this point, we should take a moment to consider what high and low Emphasis ratings mean. First it is obvious from an inspection of the ranks of

TABLE 3

PUBLIC PERCEPTIONS OF THE RELATIVE IMPORTANCE
AND EMPHASIS NEEDED ON SELECTED EDUCATIONAL GOALS

	EDUCATIONAL GOAL (Read: "High School graduates should--")	IMPORTANCE % Rating High or Very High	IMPORTANCE Rank	EMPHASIS % Rating More or Much More	EMPHASIS Rank
7C.	Be able to accept responsibility.	97%	1	83%	1
7CC.	Understand basic economics well enough so they can successfully complete such everyday living tasks as buying, selling, banking, borrowing and budgeting.	94	2½	78	2½
7Q.	Enjoy our natural environment and want to protect it.	94	2½	71	7½
7I.	Have good mental and emotional health. That is, they should be reasonably happy and well adjusted.	93	4	69	10
7E.	Be able to think for themselves.	92	6½	78	2½
7G.	Be able to get along with others.	92	6½	71	7½
7Y.	Understand local, state, and national government, know their own rights and duties, and desire to be a responsible citizen.	92	6½	70	9
7W.	Understand and practice good physical health principles that are related to foods, exercise, cleanliness, and safety.	92	6½	64	13
7A.	Have high personal moral standards.	90	9	77	4
7K.	Understand and accept themselves.	89	10	72	5½
7M.	Be free from prejudices about other racial and ethnic groups.	88	11½	57	15
7O.	Understand the kinds of career opportunities we have in Wisconsin and how their own skills and interests are related to those opportunities.	88	11½	65	11½

TABLE 3 (Continued)

PUBLIC PERCEPTIONS OF THE RELATIVE IMPORTANCE
AND EMPHASIS NEEDED ON SELECTED EDUCATIONAL GOALS

	EDUCATIONAL GOAL (Read: "High School graduates should--")	IMPORTANCE % Rating High or Very High	IMPORTANCE Rank	EMPHASIS % Rating More or Much More	EMPHASIS Rank
7EE.	Have some of the basic skills and knowledge necessary for being a spouse and a parent--for both male and female students.	84%	13½	65%	11½
7II.	Have some salable skills which will qualify them for immediate employment after graduation from high school.	84	13½	72	5½
7O.	Support and accept the principle of equal opportunity for both men and women in all types of jobs and social roles.	78	15	54	16
7GG.	Want to continue learning after finishing their formal schooling.	78	16	60	14
7AA.	Know about recent scientific advances and understand how our ways of living are affected by them.	76	17	48	17
7S.	Enjoy and have some understanding of art, music, dance, literature, crafts, and so forth which are part of our cultural heritage.	68	18	39	18

Importance and Emphasis that the two are highly related. So to quite an extent, Emphasis means the same thing as Importance. In addition, a high Emphasis rating probably means that the citizens feel the schools should try harder on these goals or perhaps develop some new methods of achieving them.

What may low Emphasis ratings mean? Again, since Emphasis and Importance are fairly highly correlated, it may mean that the goal is not important enough to put additional effort into. It may also be the case that some citizens feel that the goal is fairly important, but that:

a) it is not an area within the school's purview, or

b) the schools are doing a satisfactory job and additional emphasis is not necessary, or

c) additional emphasis is not likely to improve the situation.

It should be noted that just because a goal has received modest ratings on Emphasis doesn't necessarily mean that the schools should DE-EMPHASIZE it. The goal that received the lowest rating, "Enjoy and have some understanding of art, music, dance, literature, crafts...," is a case in point. As can be seen in Appendix A, 39 percent of the respondents said the goal should have more or much more emphasis, 50 percent said the emphasis should remain the same, and only six percent said it should receive less emphasis. For almost all of the other goals, the percent responding that the goal should receive less emphasis was much smaller than six percent.

It is interesting to compare the findings from this survey with those of national opinion polls, such as the Gallup Poll of the Public's Attitudes

Toward the Public Schools. For example, the eighth annual poll[7] (which is the most recent one in which such questions were asked) did ask about the qualities most important in the overall development of a child, and four of the six options posed to the respondent were comparable in wording to four in the SWAN opinion poll. However, respondents to the Gallup Poll chose the most important one out of the six goals. Nationally, the six goals and the percent choosing each were:

Learning to think for oneself	26%
Ability to get along with others	23%
Willingness to accept responsibility	21%
High moral standards	13%
Eagerness to learn	11%
Desire to excel	4%
Don't know/no answer	2%

The top three on the Gallup Poll are among the top seven on both Importance and Emphasis in this SWAN opinion poll.

It is believed by the authors that the strong endorsement by Wisconsin citizens for such a variety of general educational goals can be used by educators throughout the state to counter any pressures to restrict the curriculum. These pressures are often associated with the "back to the basics" cry. Reconciling the strong public support for the back to basics movement with the present survey findings is difficult.

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[7] George H. Gallup, "Eighth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools," Phi Delta Kappan, October 1976, pp. 187-200.

The Ninth Annual Gallup Poll[8] found that 41 percent of their respondents were familiar with the term "back to the basics", and that those familiar with the term supported the movement and associated it with not only a return to reading, writing, and arithmetic but with "respect for teachers", "good manners", "politeness", "obedience", "respect for elders", "structured classrooms", and "back to the old ways of teaching".

One possible reconciliation is as follows. Using the Gallup figures, approximately 34 percent of the national population has heard of, and supports the back-to-basics movement. This is still a minority of the population. Also, because the back-to-basics movement is also associated with the development of desirable personal qualities, these supporters could also consider the personal development goals in the SWAN study as important and not see a conflict or contradiction.

Respondent Characteristics

Background characteristics of the respondents were gathered during the interview, and selected characteristics were compared to known or estimated population characteristics to check the representativeness of the sample. Here are some of the findings:

Sex. According to the 1970 Census, 49 percent of Wisconsin's population was male, 51 percent female. The sample percentages were 42 percent male, 58 percent female.

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[8] George H. Gallup, "Ninth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools," Phi Delta Kappan, September 1977, pp. 33-48.

Age. The sample was compared to both the 1970 Census data and 1975 population projections for Wisconsin.[9]

Age Range	Sample	1970 Census	1975 Projection
18-24	14%	18%	20%
25-34	25	18	20
35-44	21	17	15
45-54	12	16	15
55-64	14	14	14
65-74	11	10	10
75 and over	4	7	6
Not ascertained	a	-	-
TOTAL	101%[b]	100%	100%

a Less than ½%
b Does not total 100% due to rounding

Education. The educational attainment of the respondents was compared with 1970 Census information.

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[9]1970 Census data for Wisconsin were obtained from: U.S. Bureau of the Census, Census of Population: 1970, NUMBER OF INHABITANTS, Final Report PC(1)-A51 Wisconsin; and GENERAL SOCIAL AND ECONOMIC CHARACTERISTICS, Final Report PC(1)-A51 Wisconsin.

1975 population projections were obtained from: Wisconsin Population Projections, Third Edition, prepared by the Department of Administration, State Bureau of Program Management, Information Systems Unit (Doc. No. BPM-IS-75-6), Madison, Wisconsin: Department of Administration, June 1975.

Schooling Completed	Sample	1970 Census
Less than 8 years	10%	30%
9 through 11 years	8	15
High school graduate	47	35
College (1-3 years)	20	10
College graduate	7	6
5 or more college years	7	4
Not ascertained	a	-
TOTAL	100%	100%

a Less than ½%

Note: The 1970 Census figures are not directly comparable to the sample, because they are based on persons 25 years or older, and the present sample included persons 18 and older.

Income. The respondents were asked their approximate total family income in 1976.

Income	Sample	1970 Census
Less than $5000	12%	17%
$5000 - $6999	10	10
$7000 - $9999	13	22
$10,000 - $14,999	24	31
$15,000 - $19,999	12	
$20,000 - $24,999	10	20
$25,000 or more	12	
Not ascertained	6	-
TOTAL	99%*	100%

* Does not total 100% due to rounding

Note: Due to inflation, the 1970 Census data does not provide an accurate basis for comparison.

Racial/Ethnic Background. The respondents stated their racial/ethnic background as:

Racial/Ethnic Background	Sample	1970 Census
White	97%	96%
Black	2	4
Other*	1	
Not ascertained	0	-
TOTAL	100%	100%

*"Other" includes Spanish-surnamed, Native American and Oriental-American.

Religious preference. The respondents stated their religious preference as:

Religious Preference	Sample
Catholic	39%
Jewish	3
Protestant	53
Other	1
None	5
Not ascertained	0
TOTAL	100%

School-Age Children. Thirty-seven percent of the respondents had school-age children, 32 percent had children in public schools. (The other 5 percent had children in private or parochial schools exclusively.)

APPENDIX A

RESPONSES TO INTERVIEW QUESTIONS

APPENDIX A

RESPONSES TO INTERVIEW QUESTIONS

1. The Wisconsin State Department of Public Instruction has many responsibilities or activities related to local schools in Wisconsin. I will describe some of these and ask you to tell me if you think each one is of very high importance, high, medium, low, or very low importance. First...

   A. The Wisconsin Department of Public Instruction -- or DPI -- establishes and enforces minimum standards of classroom instruction and course content for all public schools. What is the importance of this activity?

	RESPONDENTS		
RESPONSE	PARENTS[a]	OTHER ADULTS[b]	TOTAL
Very High	33.2%	32.0%	32.4%
High	40.5	30.2	34.0
Medium	21.1	22.6	22.0
Low	2.1	5.2	4.1
Very Low	.0	.0	.0
Don't Know	3.2	9.8	7.3
Not Ascertained	.0	.3	.2
Total	100.1%	100.1%	100.0%
(N)	(163)	(281)	(444)

a Parents of school-age children (grades K-12)

b All other respondents

B. The Wisconsin DPI establishes and enforces minimum standards for training and professional conduct of public school administrators, teachers, and other professional staff. How important is this DPI activity?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	53.7%	43.0%	46.9%
High	36.3	37.2	36.9
Medium	4.2	13.1	9.8
Low	1.6	2.4	2.1
Very Low	1.1	1.5	1.4
Don't Know	3.2	2.7	2.9
Not Ascertained	.0	.0	.0
Total	100.1%	99.9%	100.0%
(N)	(163)	(281)	(444)

C. The Wisconsin Legislature requires DPI to regulate and control the level of spending in public schools throughout Wisconsin. How important is this DPI activity?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	25.8%	28.7%	27.6%
High	30.0	31.1	30.7
Medium	25.8	26.2	26.1
Low	8.9	4.9	6.4
Very Low	6.3	2.4	3.9
Don't Know	3.2	6.7	5.4
Not Ascertained	.0	.0	.0
Total	100.0%	100.0%	100.1%
(N)	(163)	(281)	(444)

D. DPI attempts to make sure that public schools provide all students with the basic education needed to live and make a living in modern society. How important is this DPI activity?

R E S P O N D E N T S

RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	59.5%	62.8%	61.6%
High	30.0	25.9	27.4
Medium	7.4	8.2	7.9
Low	2.1	1.2	1.5
Very Low	.0	.6	.4
Don't Know	1.1	1.2	1.2
Not Ascertained	.0	.0	.0
Total	100.1%	99.9%	100.0%
(N)	(163)	(281)	(444)

E. DPI assists and advises local public schools on how to spend their resources more effectively. How important is this DPI activity?

R E S P O N D E N T S

RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	23.2%	21.3%	22.0%
High	30.5	36.3	34.2
Medium	30.5	27.4	28.6
Low	11.6	7.9	9.3
Very Low	3.2	1.8	2.3
Don't Know	1.1	4.3	3.1
Not Ascertained	.0	.9	.6
Total	100.1%	99.9%	100.1%
(N)	(163)	(281)	(444)

F. DPI attempts to make sure that all students in Wisconsin have equal educational opportunity. How important in this DPI activity?

R E S P O N D E N T S

RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	54.2%	58.2%	56.8%
High	32.1	25.3	27.8
Medium	8.4	12.2	10.8
Low	2.6	.9	1.5
Very Low	2.1	1.2	1.5
Don't Know	.5	2.1	1.5
Not Ascertained	.0	.0	.0
Total	99.9%	99.9%	99.9%
(N)	(163)	(281)	(444)

G. DPI helps public school districts develop and apply their own local standards of student achievement. How important is this DPI activity?

R E S P O N D E N T S

RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	25.8%	24.4%	24.9%
High	33.7	36.6	35.5
Medium	25.8	28.4	27.4
Low	11.1	5.2	7.3
Very Low	2.1	1.2	1.5
Don't Know	1.6	4.0	3.1
Not Ascertained	.0	.3	.2
Total	100.1%	100.1%	99.9%
(N)	(163)	(281)	(444)

H. DPI assists local schools to develop and adopt new teaching methods and subjects. How important is this?

R E S P O N D E N T S

RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	26.8%	28.0%	27.6%
High	30.5	33.2	32.2
Medium	30.0	22.9	25.5
Low	6.3	8.2	7.5
Very Low	4.2	2.7	3.3
Don't Know	2.1	4.9	3.9
Not Ascertained	.0	.0	.0
Total	99.9%	99.9%	100.0%
(N)	(163)	(281)	(444)

I. Finally, DPI advises schools on how to meet the needs and concerns of the local community. How important is this?

R E S P O N D E N T S

RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	25.8%	22.3%	23.6%
High	34.2	39.0	37.3
Medium	22.1	24.1	23.4
Low	13.2	7.0	9.3
Very Low	4.7	4.6	4.6
Don't Know	.0	2.7	1.7
Not Ascertained	.0	.3	.2
Total	100.0%	100.0%	100.1%
(N)	(163)	(281)	(444)

2. Sometimes small enrollment school districts have much higher than average operating costs due to their small size. If that is the case, would you approve or disapprove of requiring such districts to combine into larger districts?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Approve	47.9%	44.2%	45.6%
Disapprove	45.3	38.7	41.1
Depends	5.8	14.6	11.4
Don't Know	1.1	2.4	1.9
Not Ascertained	.0	.0	.0
Total	100.1%	99.9%	100.0%
(N)	(163)	(281)	(444)

3. Presently over half of local school operating costs are paid by local property taxes and about 40 percent by state funds--mainly from sales and income tax. If it is necessary to obtain more money for public school operation, which should be increased first...property taxes, sales taxes, or income taxes? (CHOOSE ONE)

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Property Taxes	12.6%	8.5%	10.0%
Sales Taxes	45.8	45.4	45.6
Income Taxes	24.2	28.0	26.6
None of Them	10.0	11.6	11.0
Don't Know	6.8	6.1	6.4
Not Ascertained	.5	.3	.4
Total	99.9%	99.9%	100.0%
(N)	(163)	(281)	(444)

4. It has been proposed that the general sales tax be increased from 4 cents to 5 cents on the dollar. All the additional revenue would be used to reduce the amount of local property taxes needed for school operation. Do you favor or oppose this change?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Favor	57.9%	67.4%	63.9%
Oppose	34.2	27.4	29.9
Depends	4.2	2.7	3.3
Don't Know	3.2	2.4	2.7
Not Ascertained	.5	.0	.2
Total	100.0%	99.9%	100.0%
(N)	(163)	(281)	(444)

5. Would you favor or oppose a requirement that students pass a test assuring they have certain knowledge and skills before they are granted a high school diploma?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Favor	76.8%	83.2%	80.9%
Oppose	18.4	13.7	15.4
Depends	4.2	1.5	2.5
Don't Know	.5	1.5	1.2
Not Ascertained	.0	.0	.0
Total	99.9%	99.9%	100.0%
(N)	(163)	(281)	(444)

6. Wisconsin's school districts have a number of financial problems these days because of inflationary costs and declining enrollments. There are some ways where schools might cut their costs. I will read you a list of eleven things school districts might consider to cut costs. For each one, please tell me if you strongly approve of it, approve, are undecided, disapprove, or strongly disapprove of it. First...

A. Schools could reduce the number of teachers, although this could increase the average number of students each teacher would have to teach. How much do you approve or disapprove of this?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Strongly Approve	2.1%	5.5%	4.2%
Approve	21.6	20.4	20.8
Undecided	6.8	8.5	7.9
Disapprove	43.7	45.4	44.8
Strongly Disapprove	24.2	16.8	19.5
Don't Know	1.1	3.4	2.5
Not Ascertained	.5	.0	.2
Total	100.0%	100.1%	99.9%
(N)	(163)	(281)	(444)

B. Next, schools could allow no increases--not even for raises in the cost of living--in teacher salaries and fringe benefits.

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Stongly Approve	1.6%	2.7%	2.3%
Approve	18.4	17.1	17.6
Undecided	12.1	10.7	11.2
Disapprove	55.3	50.0	51.9
Strongly Disapprove	11.1	16.5	14.5
Don't Know	1.6	3.0	2.5
Not Ascertained	.0	.0	.0
Total	100.1%	100.0%	100.0%
(N)	(163)	(281)	(444)

C. Schools could reduce the amount of money spent in the basic instructional areas of reading, writing, and math.

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Strongly Approve	2.1%	3.7%	3.1%
Approve	7.4	12.5	10.6
Undecided	.5	4.0	2.7
Disapprove	50.0	47.0	48.1
Strongly Disapprove	39.5	32.0	34.7
Don't Know	.5	.9	.8
Not Ascertained	.0	.0	.0
Total	100.0%	100.1%	100.0%
(N)	(163)	(281)	(444)

D. Schools could reduce the amount of money spent on art, music, athletics, and related areas.

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Strongly Approve	5.3%	5.2%	5.2%
Approve	36.3	40.5	39.0
Undecided	11.1	15.2	13.7
Disapprove	42.6	35.1	37.8
Strongly Disapprove	4.7	3.7	4.1
Don't Know	.0	.3	.2
Not Ascertained	.0	.0	.0
Total	100.0%	100.0%	100.0%
(N)	(163)	(281)	(444)

E. Schools could reduce the amount of money spent on vocational, technical, and career programs.

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Strongly Approve	2.6%	2.1%	2.3%
Approve	20.0	17.4	18.3
Undecided	10.0	7.9	8.7
Disapprove	54.7	55.8	55.4
Strongly Disapprove	12.6	15.2	14.3
Don't Know	.0	1.5	1.0
Not Ascertained	.0	.0	.0
Total	99.9%	99.9%	100.0%
(N)	(163)	(281)	(444)

F. Schools could reduce purchases of instructional equipment and supplies--things like books, paper, films, laboratory and shop equipment, and so forth.

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Strongly Approve	2.6%	4.9%	4.1%
Approve	31.1	30.8	30.9
Undecided	13.7	12.8	13.1
Disapprove	42.1	43.9	43.2
Strongly Disapprove	8.4	3.4	5.2
Don't Know	2.1	4.3	3.5
Not Ascertained	.0	.0	.0
Total	100.0%	100.1%	100.0%
(N)	(163)	(281)	(444)

G. Schools could postpone the construction of any new buildings.

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Strongly Approve	14.7%	18.9%	17.4%
Approve	47.4	43.9	45.2
Undecided	17.4	17.4	17.4
Disapprove	16.3	14.9	15.4
Strongly Disapprove	3.2	4.0	3.7
Don't Know	1.1	.9	1.0
Not Ascertained	.0	.0	.0
Total	100.0%	100.0%	100.1%
(N)	(163)	(281)	(444)

H. Schools could postpone any remodeling of older buildings.

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Strongly Approve	4.7%	3.7%	4.0%
Approve	31.6	27.7	29.1
Undecided	23.7	22.0	22.6
Disapprove	35.3	42.1	39.6
Strongly Disapprove	3.7	3.4	3.5
Don't Know	1.1	1.2	1.2
Not Ascertained	.0	.0	.0
Total	100.1%	100.1%	100.0%
(N)	(163)	(281)	(444)

I. Schools could close down buildings which have low attendance and move the students and teachers to other buildings.

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Strongly Approve	6.3%	11.0%	9.3%
Approve	65.8	65.2	65.4
Undecided	11.1	13.7	12.7
Disapprove	12.1	7.0	8.9
Strongly Disapprove	3.7	1.8	2.5
Don't Know	1.1	1.2	1.2
Not Ascertained	.0	.0	.0
Total	100.1%	99.9%	100.0%
(N)	(163)	(281)	(444)

J. Schools could reduce the amount of money spent on pupil services such as counseling and guidance, health care, social work, and diagnostic testing.

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Strongly Approve	5.8%	5.2%	5.4%
Approve	28.4	30.5	29.7
Undecided	7.4	8.5	8.1
Disapprove	48.4	46.0	46.9
Strongly Disapprove	8.4	8.2	8.3
Don't Know	1.6	1.5	1.5
Not Ascertained	.0	.0	.0
Total	100.0%	99.9%	99.9%
(N)	(163)	(281)	(444)

K. **Finally, schools could reduce the amount of money spent on salaries of administrators and district office staff.**

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Strongly Approve	12.1%	14.0%	13.3%
Approve	50.5	48.2	49.0
Undecided	12.1	12.8	12.5
Disapprove	18.9	22.0	20.8
Strongly Disapprove	2.6	.0	1.0
Don't Know	3.7	3.0	3.3
Not Ascertained	.0	.0	.0
Total	99.9%	100.0%	99.9%
(N)	(163)	(281)	(444)

7. Wisconsin's public school students learn many skills and develop many attitudes and values during their years of formal education. Some of these things are learned in school and some outside of school. I'll read a description of a number of skills, attitudes, and values which students may have mastered by the time they graduate from high school. For each one, please tell me if you feel its importance is very high, high, medium, low or very low. Then I'll ask you whether school emphasis on each should be much more, more, remain the same or be less.

A. Students should have high personal moral standards. How important is this...very high, high, medium, low, or very low?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	71.6%	62.8%	66.0%
High	22.1	24.7	23.7
Medium	5.3	8.8	7.5
Low	.0	.9	.6
Very Low	1.1	.6	.8
Don't Know	.0	1.5	1.0
Not Ascertained	.0	.6	.4
Total	100.1%	99.9%	100.0%

B. Should school emphasis on this be much more, more, remain the same, or be less?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Much More	36.3%	27.7%	30.9%
More	42.1	47.9	45.8
Remain the Same	18.9	17.4	18.0
Less	1.1	2.7	2.1
Don't Know	1.6	3.4	2.7
Not Ascertained	.0	.9	.6
Total	100.0%	100.0%	100.0%
(N)	(163)	(281)	(444)

C. Here is another. Students should be able to accept responsibility. How important is this?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	77.9%	77.7%	77.8%
High	18.9	18.9	18.9
Medium	3.2	2.7	2.9
Low	.0	.0	.0
Very Low	.0	.0	.0
Don't Know	.0	.0	.0
Not Ascertained	.0	.6	.4
Total	100.0%	99.9%	100.0%

D. Should school emphasis on this be much more, more, remain the same, or be less?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Much More	31.6%	40.9%	37.5%
More	51.6	41.5	45.2
Remain the Same	15.8	12.8	13.9
Less	.0	1.5	1.0
Don't Know	1.0	2.4	1.9
Not Ascertained	.0	.9	.6
Total	100.0%	100.0%	100.1%
(N)	(163)	(281)	(444)

E. Next, students should be able to think for themselves. How important is this?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	72.6%	67.7%	69.5%
High	18.9	25.0	22.8
Medium	5.3	5.2	5.2
Low	2.1	.3	1.0
Very Low	.0	.9	.6
Don't Know	1.1	.3	.6
Not Ascertained	.0	.6	.4
Total	100.0%	100.0%	100.1%

F. Should school emphasis on this be much more, more, remain the same, or be less?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Much More	28.9%	33.8%	32.0%
More	44.7	46.0	45.6
Remain the Same	23.7	14.3	17.8
Less	.5	2.1	1.5
Don't Know	1.6	3.1	2.5
Not Ascertained	.5	.6	.6
Total	99.9%	99.9%	100.0%
(N)	(163)	(281)	(444)

G. Next, students should be able to get along with others. How important is this?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	74.7%	73.8%	74.1%
High	17.4	18.9	18.3
Medium	7.9	6.4	6.9
Low	.0	.3	.2
Very Low	.0	.0	.0
Don't Know	.0	.0	.0
Not Ascertained	.0	.6	.4
Total	100.0%	100.0%	99.9%

H. Should school emphasis on this be much more, more, remain the same, or be less?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Much More	26.8%	30.2%	29.0%
More	44.7	40.9	42.3
Remain the Same	25.8	23.8	24.5
Less	.0	1.8	1.2
Don't Know	2.6	2.7	2.7
Not Ascertained	.0	.6	.4
Total	99.9%	100.0%	100.1%
(N)	(163)	(281)	(444)

I. Students should have good mental and emotional health. That is, they should be reasonable happy and well-adjusted. How important is this?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	75.8%	69.8%	72.0%
High	16.8	23.8	21.2
Medium	7.4	3.7	5.0
Low	.0	.6	.4
Very Low	.0	.6	.4
Don't Know	.0	.9	.6
Not Ascertained	.0	.6	.4
Total	100.0%	100.0%	100.0%

J. Should school emphasis on this be much more, more, remain the same, or be less?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Much More	23.7%	23.5%	23.5%
More	45.8	44.8	45.2
Remain the Same	26.3	21.3	23.2
Less	1.0	5.5	3.9
Don't Know	3.2	4.3	3.9
Not Ascertained	.0	.6	.4
Total	100.0%	100.0%	100.1%
(N)	(163)	(281)	(444)

K. Next, students should understand and accept themselves. How important is this?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	67.4%	61.6%	63.7%
High	23.7	26.8	25.7
Medium	7.4	9.5	8.7
Low	1.0	.0	.4
Very Low	.0	.0	.0
Don't Know	.5	1.5	1.2
Not Ascertained	.0	.6	.4
Total	100.0%	100.0%	100.1%

L. Should school emphasis on this be much more, more, remain the same, or be less?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Much More	23.7%	29.9%	27.6%
More	49.5	41.2	44.2
Remain the Same	21.6	24.4	23.4
Less	.5	1.5	1.2
Don't Know	4.7	2.4	3.3
Not Ascertained	.0	.6	.4
Total	100.0%	100.0%	100.1%
(N)	(163)	(281)	(444)

M. Next, students should be free from prejudices about other racial and ethnic groups. How important is this?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	58.9%	63.4%	61.8%
High	28.4	25.3	26.4
Medium	11.1	6.4	8.1
Low	.0	2.4	1.5
Very Low	1.1	.6	.8
Don't Know	.0	.9	.6
Not Ascertained	.5	.9	.8
Total	100.0%	99.9%	100.0%

N. Should school emphasis on this be much more, more, remain the same, or be less?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Much More	27.9%	29.9%	29.2%
More	32.1	25.6	28.0
Remain the Same	30.5	33.2	32.2
Less	4.7	6.7	6.0
Don't Know	4.2	4.0	4.1
Not Ascertained	.5	.6	.6
Total	99.9%	100.0%	100.1%
(N)	(163)	(281)	(444)

O. Students should support and accept the principle of equal opportunity for both men and women in all types of jobs and social roles. How important is this?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	39.5%	46.3%	43.8%
High	35.2	34.1	34.6
Medium	20.0	12.8	15.4
Low	3.7	4.3	4.1
Very Low	1.6	.6	1.0
Don't Know	.0	1.2	.8
Not Ascertained	.0	.6	.4
Total	100.0%	99.9%	100.1%

P. Should school emphasis on this be much more, more, remain the same, or be less?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Much More	23.2%	25.0%	24.3%
More	26.8	31.1	29.5
Remain the Same	42.1	33.8	36.9
Less	5.3	6.4	6.0
Don't Know	2.6	3.0	2.9
Not Ascertained	.0	.6	.4
Total	100.0%	99.9%	100.0%
(N)	(163)	(281)	(444)

Q. Students should enjoy our natural environment and want to protect it. How important is this?

RESPONSE	RESPONDENTS: PARENTS	OTHER ADULTS	TOTAL
Very High	71.1%	65.2%	67.4%
High	23.2	28.0	26.3
Medium	4.7	4.6	4.6
Low	1.0	.9	1.0
Very Low	.0	.0	.0
Don't Know	.0	.3	.2
Not Ascertained	.0	.9	.6
Total	100.0%	99.9%	100.1%

R. Should school emphasis on this be much more, more, remain the same, or be less?

RESPONSE	RESPONDENTS: PARENTS	OTHER ADULTS	TOTAL
Much More	30.5%	36.6%	34.4%
More	34.2	38.4	36.9
Remain the Same	32.1	19.5	24.1
Less	.5	2.4	1.7
Don't Know	2.6	2.4	2.5
Not Ascertained	.0	.6	.4
Total	99.9%	99.9%	100.0%
(N)	(163)	(281)	(444)

S. Students should enjoy and have some understanding of art, music, dance, literature, crafts, and so forth, which are part of our cultural heritage. How important is this?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	30.5%	31.7%	31.3%
High	34.7	37.8	36.7
Medium	31.6	26.2	28.2
Low	2.6	3.0	2.9
Very Low	.5	.3	.4
Don't Know	.0	.3	.2
Not Ascertained	.0	.6	.4
Total	99.9%	99.9%	100.1%

T. Should school emphasis on this be much more, more, remain the same, or be less?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Much More	12.1%	14.6%	13.7%
More	23.7	26.8	25.7
Remain the Same	56.3	47.0	50.4
Less	6.3	6.1	6.2
Don't Know	1.6	4.9	3.7
Not Ascertained	.0	.6	.4
Total	100.0%	100.0%	100.1%
(N)	(163)	(281)	(444)

U. Students should understand the kinds of career opportunities we have in Wisconsin and how their own skills and interests are related to those opportunities. How important is this?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	54.2%	50.0%	51.5%
High	35.3	37.2	36.5
Medium	10.5	11.3	11.0
Low	.0	.3	.2
Very Low	.0	.0	.0
Don't Know	.0	.6	.4
Not Ascertained	.0	.6	.4
Total	100.0%	100.0%	100.0%

V. Should emphasis on this be much more, more, remain the same, or be less?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Much More	26.3%	25.3%	25.7%
More	34.2	42.1	39.2
Remain the Same	36.3	27.1	30.5
Less	1.6	2.4	2.1
Don't Know	1.6	2.1	1.9
Not Ascertained	.0	.9	.6
Total	100.0%	99.9%	100.0%
(N)	(163)	(281)	(444)

W. Students should understand and practice good physical health principles that are related to foods, exercise, cleanliness, and safety. How important is this?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	61.6%	61.3%	61.4%
High	29.5	30.8	30.3
Medium	7.9	6.4	6.9
Low	1.1	.9	1.0
Very Low	.0	.0	.0
Don't Know	.0	.0	.0
Not Ascertained	.0	.6	.4
Total	100.1%	100.0%	100.0%

X. Should school emphasis on this be much more, more, remain the same, or be less?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Much More	22.1%	28.4%	26.1%
More	36.8	39.0	38.2
Remain the Same	38.4	28.4	32.0
Less	1.6	1.8	1.7
Don't Know	1.1	1.8	1.5
Not Ascertained	.0	.6	.4
Total	100.0%	100.0%	99.9%
(N)	(163)	(281)	(444)

Y. Students should understand local, state, and national government; know their own rights and duties; and desire to be a responsible citizen. How important is this?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	62.6%	61.9%	62.2%
High	30.5	29.0	29.5
Medium	6.8	7.6	7.3
Low	.0	.6	.4
Very Low	.0	.3	.2
Don't Know	.0	.0	.0
Not Ascertained	.0	.6	.4
Total	99.9%	100.0%	100.0%

Z. Should school emphasis on this be much more, more, remain the same, or be less?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Much More	30.5%	33.2%	32.2%
More	36.8	37.8	37.5
Remain the Same	31.6	22.6	25.9
Less	.5	2.4	1.7
Don't Know	.5	3.4	2.3
Not Ascertained	.0	.6	.4
Total	99.9%	100.0%	100.0%
(N)	(163)	(281)	(444)

AA. Students should know about recent scientific advances and understand how our ways of living are affected by them. How important is this?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	33.7%	31.4%	32.2%
High	44.2	43.9	44.0
Medium	21.6	20.1	20.7
Low	.5	2.1	1.5
Very Low	.0	.0	.0
Don't Know	.0	1.5	1.0
Not Ascertained	.0	.9	.6
Total	100.0%	99.9%	100.0%

BB. Should school emphasis on this be much more, more, remain the same, or be less?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Much More	11.1%	17.7%	15.3%
More	31.6	32.6	32.2
Remain the Same	53.2	40.9	45.4
Less	1.6	1.2	1.4
Don't Know	2.6	7.0	5.4
Not Ascertained	.0	.6	.4
Total	100.1%	100.0%	100.1%
(N)	(163)	(281)	(444)

CC. Students should understand basic economics well enough so they can successfully complete such everyday living tasks as buying, selling, banking, borrowing, and budgeting. How important is this?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	68.4%	65.5%	66.6%
High	24.7	28.7	27.2
Medium	5.8	3.0	4.1
Low	1.1	2.1	1.7
Very Low	.0	.0	.0
Don't Know	.0	.0	.0
Not Ascertained	.0	.6	.4
Total	100.0%	99.9%	100.0%

DD. Should school emphasis on this be much more, more, remain the same, or be less?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Much More	36.8%	39.3%	38.4%
More	38.4	39.9	39.4
Remain the Same	23.2	13.1	16.8
Less	1.1	.9	1.0
Don't Know	.5	6.1	4.1
Not Ascertained	.0	.6	.4
Total	100.0%	99.9%	100.1%
(N)	(163)	(281)	(444)

EE. Students should have some of the basic skills and knowledge necessary for being a spouse and a parent--for both male and female students. How important is this?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	53.7%	48.8%	50.6%
High	32.6	34.5	33.8
Medium	11.6	14.6	13.5
Low	1.1	.9	1.0
Very Low	1.1	.0	.4
Don't Know	.0	.6	.4
Not Ascertained	.0	.6	.4
Total	100.1%	100.0%	100.1%

FF. Should school emphasis on this be much more, more, remain the same, or be less?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Much More	30.5%	29.3%	29.7%
More	35.3	36.0	35.7
Remain the Same	29.5	26.5	27.6
Less	3.7	2.7	3.1
Don't Know	1.0	4.9	3.5
Not Ascertained	.0	.6	.4
Total	100.0%	100.0%	100.0%
(N)	(163)	(281)	(444)

GG. Students should want to continue learning after finishing their formal schooling. How important is this?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	34.7%	40.9%	38.6%
High	44.2	36.6	39.4
Medium	17.9	17.1	17.4
Low	2.1	1.5	1.7
Very Low	.0	1.2	.8
Don't Know	1.1	2.1	1.7
Not Ascertained	.0	.6	.4
Total	100.0%	100.0%	100.0%

HH. Should school emphasis on this be much more, more, remain the same, or be less?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Much More	17.9%	25.3%	22.6%
More	36.8	36.9	36.9
Remain the Same	39.5	31.7	34.6
Less	3.7	2.4	2.9
Don't Know	2.1	3.0	2.7
Not Ascertained	.0	.6	.4
Total	100.0%	99.9%	100.1%
(N)	(163)	(281)	(444)

II. Students should have some salable skills which will qualify them for immediate employment after graduation from high school. How important is this?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Very High	51.6%	50.3%	50.8%
High	35.8	31.4	33.0
Medium	9.5	13.4	12.0
Low	2.1	1.5	1.7
Very Low	.5	.6	.6
Don't Know	.5	2.1	1.5
Not Ascertained	.0	.6	.4
Total	100.0%	99.9%	100.0%

JJ. Should [illegible]ool emphasis on this be much more, more, remain the same, or be less?

	RESPONDENTS		
RESPONSE	PARENTS	OTHER ADULTS	TOTAL
Much More	30.0%	37.2%	34.6%
More	43.2	33.8	37.3
Remain the Same	21.6	24.4	23.4
Less	3.7	.9	1.9
Don't Know	1.6	3.0	2.5
Not Ascertained	.0	.6	.4
Total	100.1%	99.9%	100.1%
(N)	(163)	(281)	(444)

APPENDIX B

INTERVIEW SCHEDULE

_____Office Number

Project 1016

May, 1977

University of Wisconsin-Extension
Wisconsin Survey Research Laboratory

STATEWIDE ASSESSMENT OF EDUCATIONAL NEEDS

1. The Wisconsin State Department of Public Instruction has many responsibilities or activities related to local schools in Wisconsin. I will describe some of these and ask you to tell me if you think each one is of very high importance, high, medium, low, or very low importance. First...

IMPORTANCE					
1. Very high	2. High	3. Medium	4. Low	5. Very low	7. Don't know

A. The Wisconsin Department of Public Instruction--or DPI--establishes and enforces minimum standards of classroom instruction and course content for all public schools. What is the importance of this activity?

_____(#)

B. The Wisconsin DPI establishes and enforces minimum standards for training and professional conduct of public school administrators, teachers, and other professional staff. How important is this DPI activity?

_____(#)

C. The Wisconsin Legislature requires DPI to regulate and control the level of spending in public schools throughout Wisconsin. How important is this DPI activity?

_____(#)

D. DPI attempts to make sure that public schools provide all students with the basic education needed to live and make a living in modern society. How important is this DPI activity?

_____(#)

E. DPI assists and advises local public schools on how to spend their resources more effectively. How important is this DPI activity?

_____(#)

F. DPI attempts to make sure that all students in Wisconsin have equal educational opportunity. How important is this DPI activity?

_____(#)

G. DPI helps public school districts develop and apply their own local standards of student achievement. How important is this DPI activity?

_____(#)

Interviewer: _____ Int. No.: _____

Date: _____ Time Started: _____

IMPORTANCE					
1. Very high	2. High	3. Medium	4. Low	5. Very low	7. Don't know

H. DPI assists local schools to develop and adopt new teaching methods and subjects. How important is this? _____(#)

I. Finally, DPI advises schools on how to meet the needs and concerns of the local community. How important is this? _____(#)

2. Sometimes small enrollment school districts have much higher than average operating costs due to their small size. If that is the case, would you approve or disapprove of requiring such districts to combine into larger districts?

/Approve/ /Depends/ /Disapprove/ /Don't know/

3. Presently over half of local school operating costs are paid by local property taxes and about 40 percent by state funds--mainly from sales and income tax. If it is necessary to obtain more money for public school operation, which should be increased first...property taxes, sales taxes, or income taxes? (CHOOSE ONE)

/Property taxes/ /Sales taxes/ /Income taxes/ /None of them/ / DK /

4. It has been proposed that the general sales tax be increased from 4 cents to 5 cents on the dollar. All the additional revenue would be used to reduce the amount of local property taxes needed for school operation. Do you favor or oppose this change?

/Favor/ /Depends/ /Oppose/ /Don't know/

5. Would you favor or oppose a requirement that students pass a test assuring they have certain knowledge and skills before they are granted a high school diploma?

/Favor/ /Depends/ /Oppose/ /Don't know/

6. Wisconsin's school districts have a number of financial problems these days because of inflationary costs and declining enrollments. There are some ways where schools might cut their costs. I will read you a list of eleven things school districts might consider to cut costs. For each one, please tell me if you strongly approve of it, approve, are undecided, disapprove, or strongly disapprove of it. First...

APPROVAL		
1. Strongly approve	3. Undecided	5. Strongly disapprove
2. Approve	4. Disapprove	7. Don't know

A. Schools could reduce the number of teachers, although this could increase the average number of students each teacher would have to teach. How much do you approve or disapprove of this?

_____(#)

APPROVAL		
1. Strongly approve	3. Undecided	5. Strongly disapprove
2. Approve	4. Disapprove	7. Don't know

B. Next, schools could allow no increases--not even for raises in the cost of living--in teacher salaries and fringe benefits.

_____(#)

C. Schools could reduce the amount of money spent in the basic instructional areas of reading, writing, and math.

_____(#)

D. Schools could reduce the amount of money spent on art, music, athletics, and related areas.

_____(#)

E. Schools could reduce the amount of money spent on vocational, technical, and career programs.

_____(#)

F. Schools could reduce purchases of instructional equipment and supplies--things like books, paper, films, laboratory and shop equipment, and so forth.

_____(#)

G. Schools could postpone the construction of any new buildings. ____(#)

H. Schools could postpone any remodeling of older buildings. _____(#)

I. Schools could close down buildings which have low attendance and move the students and teachers to other buildings.

_____(#)

J. Schools could reduce the amount of money spent on pupil services such as counseling and guidance, health care, social work, and diagnostic testing.

_____(#)

K. Finally, schools could reduce the amount of money spent on salaries of administrators and district office staff.

_____(#)

7. Wisconsin's public school students learn many skills and develop many attitudes and values during their years of formal education. Some of these things are learned in school and some outside of school. I'll read a description of a number of skills, attitudes, and values which students may have mastered by the time they graduate from high school. For each one, please tell me if you feel its importance is very high, high, medium, low, or very low. Then I'll ask you whether school emphasis on each should be much more, more, remain the same or be less.

IMPORTANCE
1. Very high
2. High
3. Medium
4. Low
5. Very low
7. Don't know

EMPHASIS
1. Much more
2. More
3. Remain the same
4. Less
7. Don't know

A. Students should have high personal moral standards. How important is this...very high, high, medium, low, or very low?

_____(#)

B. Should school emphasis on this be much more, more, remain the same, or be less?

_____(#)

C. Here is another. Students should be able to accept responsibility. How important is this?

_____(#)

D. Should school emphasis on this be much more, more, remain the same, or be less?

_____(#)

E. Next, students should be able to think for themselves. How important is this?

_____(#)

F. Should school emphasis on this be much more, more, remain the same, or be less?

_____(#)

G. Next, students should be able to get along with others. How important is this?

_____(#)

H. Should school emphasis on this be much more, more, remain the same, or be less?

_____(#)

IMPORTANCE
1. Very high
2. High
3. Medium
4. Low
5. Very low
7. Don't know

EMPHASIS
1. Much more
2. More
3. Remain the same
4. Less
7. Don't know

I. Students should have good mental and emotional health. That is, they should be reasonably happy and well-adjusted. How important is this?

_____(#)

J. Should school emphasis on this be much more, more, remain the same, or be less?

_____(#)

K. Next, students should understand and accept themselves. How important is this?

_____(#)

L. Should school emphasis on this be much more, more, remain the same, or be less?

_____(#)

M. Next, students should be free from prejudices about other racial and ethnic groups. How important is this?

_____(#)

N. Should school emphasis on this be much more, more, remain the same, or be less?

_____(#)

O. Students should support and accept the principle of equal opportunity for both men and women in all types of jobs and social roles. How important is this?

_____(#)

P. Should school emphasis on this be much more, more, remain the same, or be less?

_____(#)

Q. Students should enjoy our natural environment and want to protect it. How important is this?

_____(#)

IMPORTANCE
1. Very high
2. High
3. Medium
4. Low
5. Very low
7. Don't know

EMPHASIS
1. Much more
2. More
3. Remain the same
4. Less
7. Don't know

R. Should school emphasis on this be much more, more, remain the same, or be less?

_____(#)

S. Students should enjoy and have some understanding of art, music, dance, literature, crafts, and so forth, which are part of our cultural heritage. How important is this?

_____(#)

T. Should school emphasis on this be much more, more, remain the same, or be less?

_____(#)

U. Students should understand the kinds of career opportunities we have in Wisconsin and how their own skills and interests are related to those opportunities. How important is this?

_____(#)

V. Should school emphasis on this be much more, more, remain the same, or be less?

_____(#)

W. Students should understand and practice good physical health principles that are related to foods, exercise, cleanliness, and safety. How important is this?

_____(#)

X. Should school emphasis on this be much more, more, remain the same, or be less?

_____(#)

Y. Students should understand local, state, and national government; know their own rights and duties; and desire to be a responsible citizen. How important is this?

_____(#)

Z. Should school emphasis on this be much more, more, remain the same, or be less?

_____(#)

IMPORTANCE
1. Very high
2. High
3. Medium
4. Low
5. Very low
7. Don't know

EMPHASIS
1. Much more
2. More
3. Remain the same
4. Less
7. Don't know

AA. Students should know about recent scientific advances and understand how our ways of living are affected by them. How important is this?

_____(#)

BB. Should school emphasis on this be much more, more, remain the same, or be less?

_____(#)

CC. Students should understand basic economics well enough so they can successfully complete such everyday living tasks as buying, selling, banking, borrowing, and budgeting. How important is this?

_____(#)

DD. Should school emphasis on this be much more, more, remain the same, or be less?

_____(#)

EE. Students should have some of the basic skills and knowledge necessary for being a spouse and a parent--for both male and female students. How important is this?

_____(#)

FF. Should school emphasis on this be much more, more, remain the same, or be less?

_____(#)

GG. Students should wart to continue learning after finishing their formal schooling. How important is this?

_____(#)

HH. Should school emphasis on this be much more, more, remain the same, or be less?

_____(#)

IMPORTANCE
1. Very high
2. High
3. Medium
4. Low
5. Very low
7. Don't know

EMPHASIS
1. Much more
2. More
3. Remain the same
4. Less
7. Don't know

II. Students should have some salable skills which will qualify them for immediate employment after graduation from high school. How important is this?

_____(#)

JJ. Should school emphasis on this be much more, more, remain the same, or be less?

_____(#)

8. Now we have a few background questions. First...do you have any children in any school from kindergarten through the 12th grade?

/Yes/ /No/ (TO Q 9)

8a. How many children, if any, do you have in the local public schools?

_____(#)

8b. How many children, if any, do you have in parochial schools? _____(#)

8c. How many children, if any, do you have in private or independent schools that are not church-related? _____(#)

9. What is your present age? _____(AGE)

10. Have you ever been a resident of a state other than Wisconsin?

/Yes/ /No/ (TO Q 11)

10a. How many months or years have you lived in the state since you last moved to Wisconsin?

_____(# MONTHS), OR _____(# YEARS)

11. In what county do you live? _____(COUNTY)

12. Within the next three years do you think you will definitely move out of this county, probably move out of the county, probably will not move, or definitely will not move?

/Definitely/ move/ /Probably/ move/ /Probably not/ move/ /Definitely/ not move/ /Don't/ know/

13. How many months or years has it been since you moved to this county?

/All life/ (TO Q 14) _____(# MONTHS), OR _____(# YEARS)

13a. Had you lived in this county before you moved here this last time?

/Yes/ /No/ (TO Q 13c)

13b. How many years, in total, have you lived in this county? _____ (# YEARS)

13c. In what state and county did you live just before you moved to this county?

_____ AND _____
(STATE) (COUNTY)

13d. Did you live in a city, village, or a town or township?

/City/ /Village/ /Town or township/

13e. And what (city, village, town or township) was that?

_____
(CITY, VILLAGE, TOWN OR TOWNSHIP)

14. Do you now live in a city, village, or a town or township?

/City/ /Village/ /Town or township/

15. What (city, village, town or township) is that?

_____
(CITY, VILLAGE, TOWN OR TOWNSHIP)

16. How many months or years have you lived at your present address?

/All life/, or _____(# MONTHS), or _____(# YEARS)

17. Do you rent or own your home there?

/Rent/ /Own/ Other (SPECIFY): _____

18. What is the highest grade of school or year of college you have completed?

_____(GRADE OF SCHOOL), OR _____(YEAR OF COLLEGE)
(TO Q 19)

18a. Other than self-enriching, hobby-type classes, have you had any vocational, technical, or business school training?

/Yes/ /No/
(TO Q 19)

18b. How many months or years did you take this training?

_____(# MONTHS), OR _____(# YEARS)

19. Was your approximate total family income in 1976 less than $5,000; between $5,000 to $7,000; $7,000 to $10,000; $10,000 to $15,000; $15,000 to $20,000; $20,000 to $25,000; or over $25,000?

/Less than/	/$5,000-/	/$7,000-/	/$10,000-/	/$15,000-/	/$20,000-/	/$25,000/
/ $5,000 /	/ $6,999/	/ $9,999/	/ $14,999/	/ $19,999/	/ $24,999/	/or more/

20. Is your ethnic or racial background white, black, native American, or Spanish surnamed?

/White/ /Black/ /Native American or Indian/ /Spanish surnamed; Latino/

Other (SPECIFY): _____

21. Is your religious preference, if any...Protestant, Roman Catholic, Jewish, or what?

/Protestant/ /Catholic/ /Jewish/ Other: _____ /None/
(SPECIFY)

(TERMINATE INTERVIEW)

* *

Time interview ended: _____

Respondent's sex is: /Male/ /Female/

COMMENTS: _____

_____

_____

_____

_____

_____